



# Transitioning to the Common Core and a New Assessment System State Policy Context

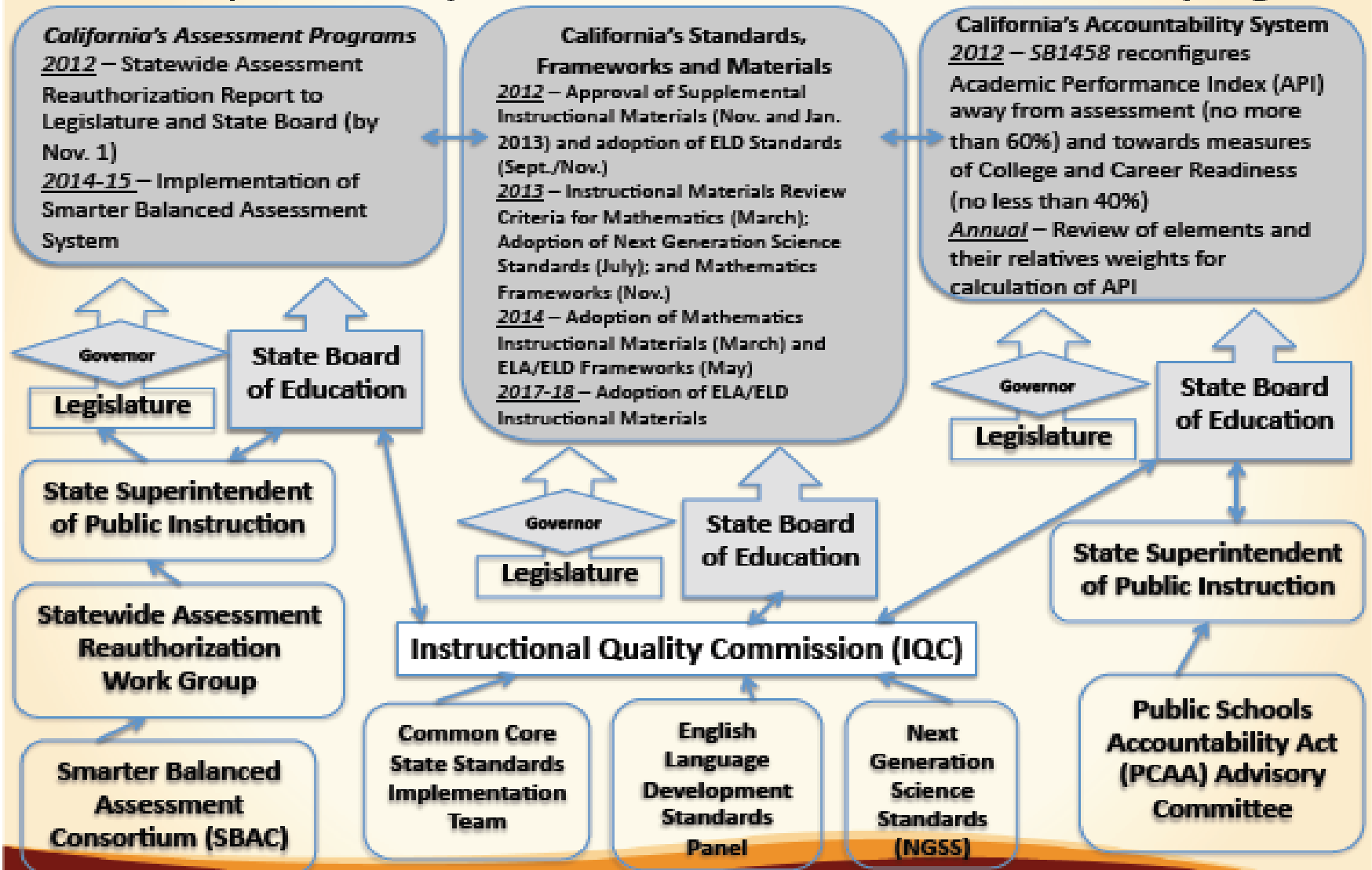
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California State Board and Department of Education



**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tom Torlakson, State Superintendent of Public Instruction



# Statewide Implementation System for Assessment, Standards, and Accountability Programs



# California has a clear and inspiring vision for public education, focused on great instruction and grounded in the Common Core State Standards

## California's vision for career and college readiness

- **High quality teaching and learning in every classroom, where assessments guide planning and progress in the classroom for great instruction**
- **Built on the Common Core State Standards, which bring California's standards up to date and from good to great**
- **And reinforced by practical supports for teachers that give them the information and the tools to meet students where they are and help them to learn more**
- **So that we can help more students who are already proficient reach the next level and help students who are not close the gap**
- **...with the goal of ensuring that all students, regardless of where they are from or where they live, graduate prepared for college and careers in the global economy of the 21st century**

## **“Not just another test”...Smarter Balanced is critical to helping California achieve its vision**

**1 Prepares California's students for a changing world**

Assessments model instruction and prepare students for the new economy

**2 Supports teachers with a practical suite of resources**

Tools for instruction and information are integrated to promote and inform great teaching

**3 Connects learning to life after high school – career or college**

Aligned with college curricula and employer expectations

**4 Provides meaningful information to guide student growth**

Actionable and timely data for teachers, parents, and students

**5 Keeps California educators in the driver's seat**

State Educators, researchers, policymakers helped build Smarter Balanced

# Education has never been stagnant; the Common Core and Smarter Balanced are part of a continuous progression

**“Not a movement but a power struggle”** *Rand Corporation Scientist, 1979*

**“De-professionalizes teaching and stifles creativity in the classroom”** *Union-Tribune San Diego, 2007*

**“...the standards are designed to get students to think on their own, to be able to navigate the multimedia world and discern fact from fiction...”** *In Our Opinion, Ukiah Daily Journal,*

## Now

### “College and career readiness”

Measures individual student progress to ensure students have complex problem-solving skills for career and college readiness

### 1990s & 2000s

### “Proficiency”

Boost every child to proficiency in reading and math and start gathering the data to understand student progress

### 1970s & 1980s

### “Minimum competency”

Ensure all HS graduates can demonstrate “minimum competency”

**“Results show we look good, and we’re going to get better.”**

**“APIs over 800 [are] reflective of great schools with passionate teachers and focused administrators – and families who send us great kids.”**

**“I find we’re very excited, our kids are ready for the transition. It’s going to be a challenge, but it’s exactly what our kids need to prepare for college and go out in the work-place.”**

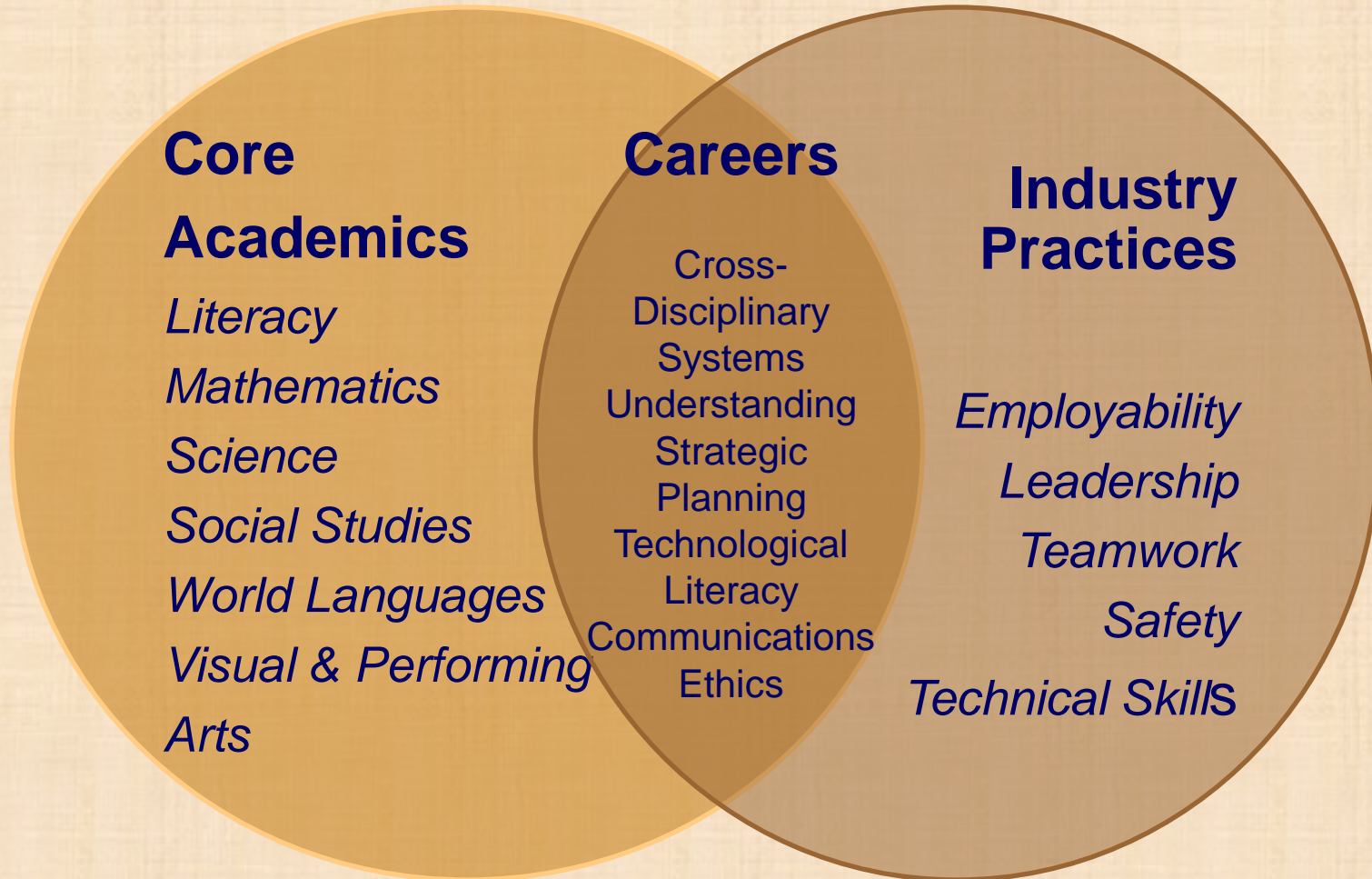
**At each inflection point people have been nervous, but each time it has been the right thing to move forward**





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# College and Career Readiness



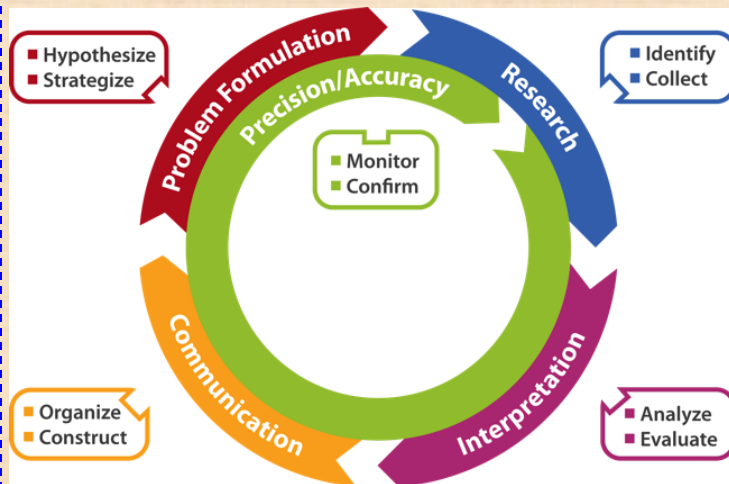


# Four Keys To College and Career Readiness

## Key Content Knowledge

- + Key terms and terminology
- + Factual information
- + Linking ideas
- + Organizing concepts
- + Common Core State Standards (in English/ literacy and mathematics only)
- + Standards for Success in Science, Social Sciences, Second Languages, the Arts

## Key Cognitive Strategies



## Key Learning Skills & Techniques

- + Time management
- + Study skills
- + Goal setting
- + Self-awareness
- + Persistence
- + Collaborative learning
- + Student ownership of learning
- + Technology proficiency
- + Retention of factual information

## Key Transition Knowledge & Skills

- + Admissions requirements
- + College types and missions
- + Career pathways
- + Affording college
- + College culture
- + Relations with professors
- + Social/identity issues in transitioning



# What will they be doing five years after graduation?







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# Common Core Big Ideas

- **English Language Arts/literacy**
  - Build knowledge through more non fiction and **informational texts**.
  - Reading and writing grounded in **evidence from texts**.
  - Practice with complex text and its **academic vocabulary**.
- **Mathematics**
  - Focus on **fewer** standards at each grade level with more **depth**.
  - Coherence and **linking concepts** within and across grade levels.
  - **Rigor**: conceptual understanding, fluency skills, and application to the real world.



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# Range of Texts for Literacy Instruction

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%



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# Writing Types and Purposes

## Writing Framework Foundation

<b>Grade</b>	<b>To Persuade</b>	<b>To Explain</b>	<b>To Convey Experience</b>
<b>4</b>	30%	35%	35%
<b>8</b>	35%	35%	30%
<b>12</b>	40%	40%	20%





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# Standards for Mathematical Practice

Describe ways students **engage** with the subject matter throughout the elementary, middle and high school years

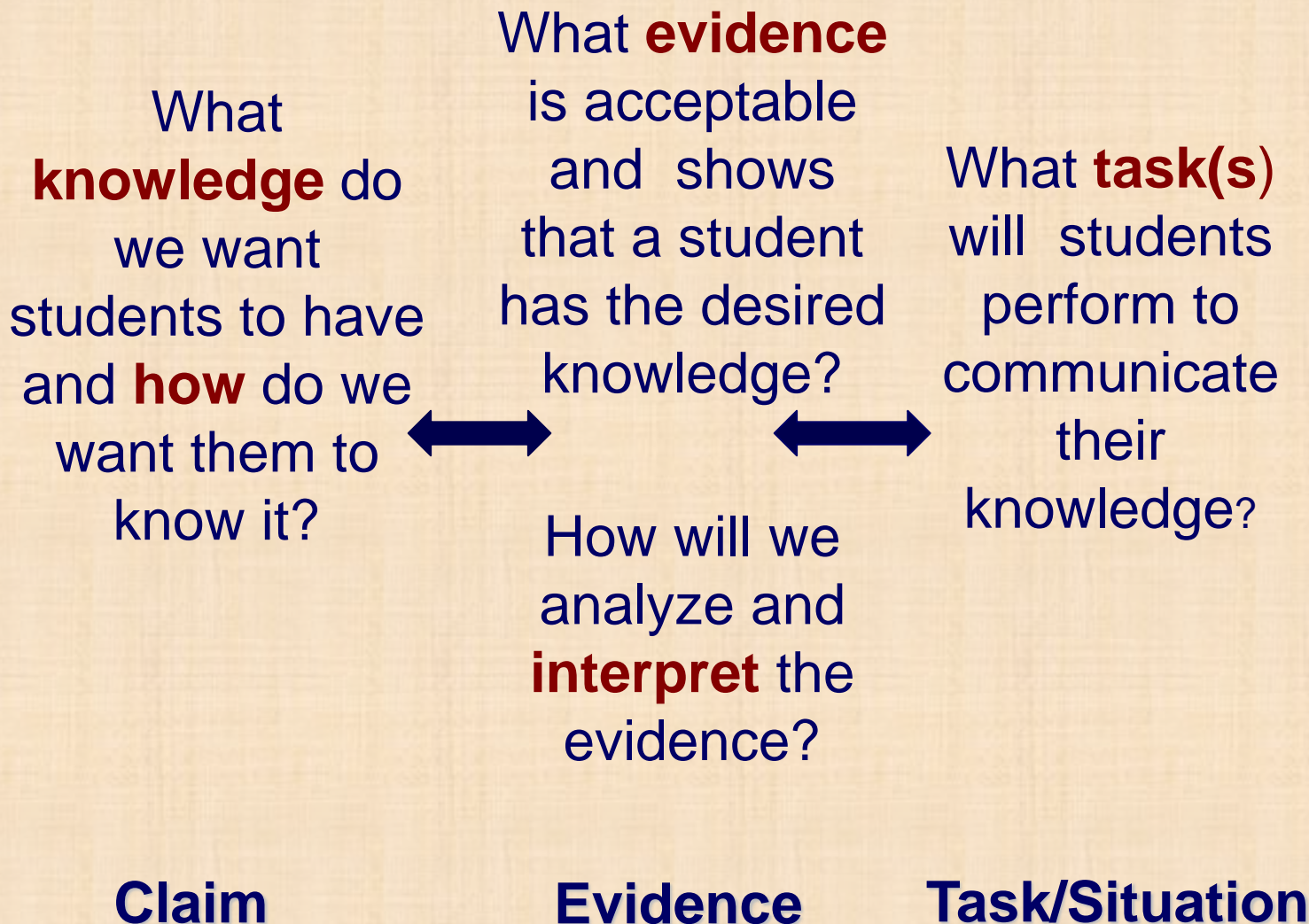
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



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# Evidence-Based Designs

## College and Career Readiness





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# A Balanced Assessment System

Common Core  
State  
Standards  
specify  
K-12  
expectations  
for college  
and career  
readiness



**Summative assessments**  
benchmarked to college  
and career readiness  
(Grades 3-8 and 11)

**Teachers and  
schools have  
information and  
tools they need to  
improve teaching  
and learning**



All students  
leave  
high school  
college  
and career  
ready

**Formative assessment  
tools and practices**  
for teachers to improve  
instruction

**Interim assessments**  
Flexible, open, used for  
actionable feedback



**E.g.,** Support ideas with details and examples, design investigations

**E.g.,** Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions



**E.g.,**  
Perform routine procedures like measuring length or using punctuation marks

**E.g.,**  
Identify and summarize the major events in a narrative



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# Current National Picture

	Mathematics		ELA/Literacy	
	DOK3	DOK4	DOK3	DOK4
<b>Current Assessments (National)</b>	<b>&lt;2%</b>	<b>0%</b>	<b>20%</b>	<b>2%</b>
<b>New SBAC Assessments</b>	<b>49%</b>	<b>21%</b>	<b>43%</b>	<b>25%</b>



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# Common Core Big Ideas

## Depth of Knowledge (DOKs)

- Level 1 **Recall**: Recall facts, information, or procedures
- Level 2 **Skill/Concept**: Use information or conceptual knowledge, two or more steps, etc.
- Level 3 **Strategic Thinking**: Reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer
- Level 4 **Extended Thinking**: Investigations, process multiple conditions of a problem

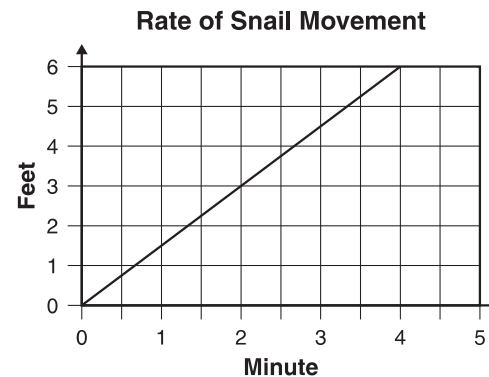


# 6<sup>th</sup> Grade CST Released Items

- 14** The vice president of sales took a client out to lunch. If the lunch was \$44 and she gave a 20% tip, how much money did she spend on lunch?

A \$8.80  
B \$35.20  
C \$52.80  
D \$53.80

- 50** A snail is trying to get to the other side of a park. At what rate is the snail traveling?



- A  $\frac{1}{2}$  foot per minute  
B 1 foot per minute  
C  $1\frac{1}{2}$  feet per minute  
D 2 feet per minute

# 6<sup>th</sup> Grade Smarter Balanced Released Item

Two expressions are shown below.

$$P: 2(3x-9) \quad Q: 6x-9$$

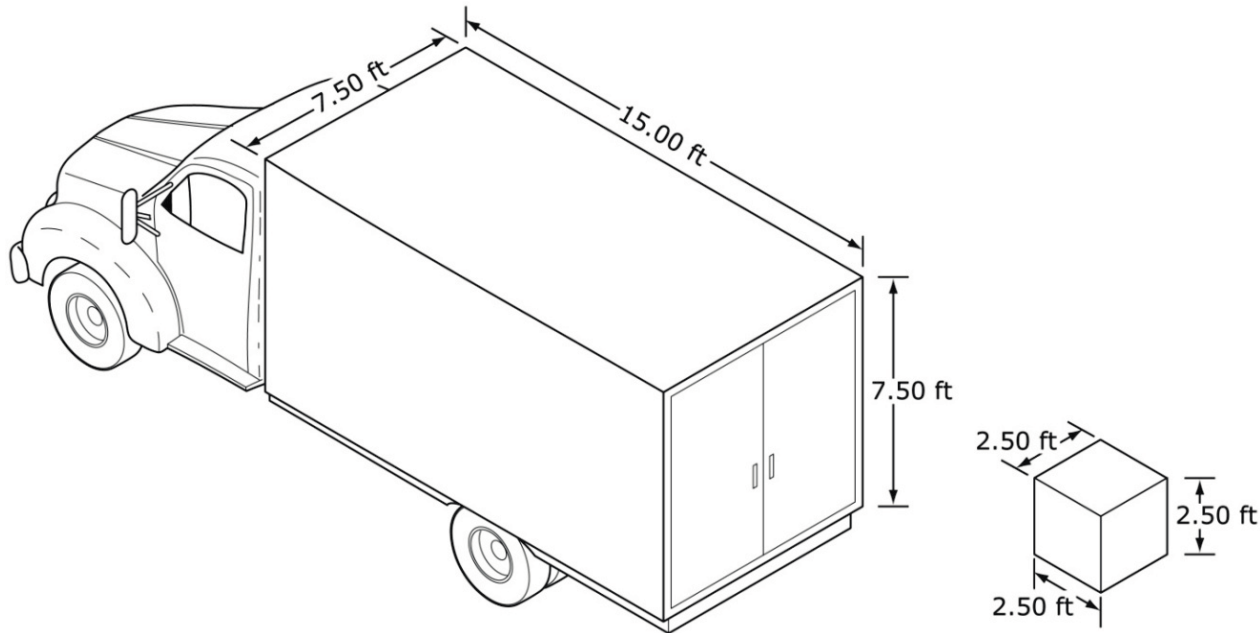
## **Part A**

Apply the distributive property to write an expression that is equivalent to expression  $P$ .

## **Part B**

Explain whether or not expressions  $P$  and  $Q$  are equivalent for any value of  $x$ .

Cube-shaped boxes will be loaded into the cargo hold of a truck. The cargo hold of the truck is in the shape of a rectangular prism. The edges of each box measure 2.50 feet and the dimensions of the cargo hold are 7.50 feet by 15.00 feet by 7.50 feet, as shown below.



What is the volume, in cubic feet, of each box?

Determine the number of boxes that will completely fill the cargo hold of the truck. Use words and/or numbers to show how you determined your answer.



# CST 7<sup>th</sup> Grade Released ELA Item

**50**

**Read this sentence from paragraph 5 of “In Fishing for Answers, They Found the Cause of a Frog’s Decline.”**

Many scientists are particularly concerned about the increasing discoveries in the United States and other countries of a large number of frogs of different species with missing or extra limbs, missing eyes and other abnormalities.

**What is the meaning of the underlined word in the sentence?**

- A**   harmless features
- B**   complex features
- C**   unusual features
- D**   common features

# 7<sup>th</sup> grade Smarter Balanced Released ELA Item

## *Stimulus Text:*

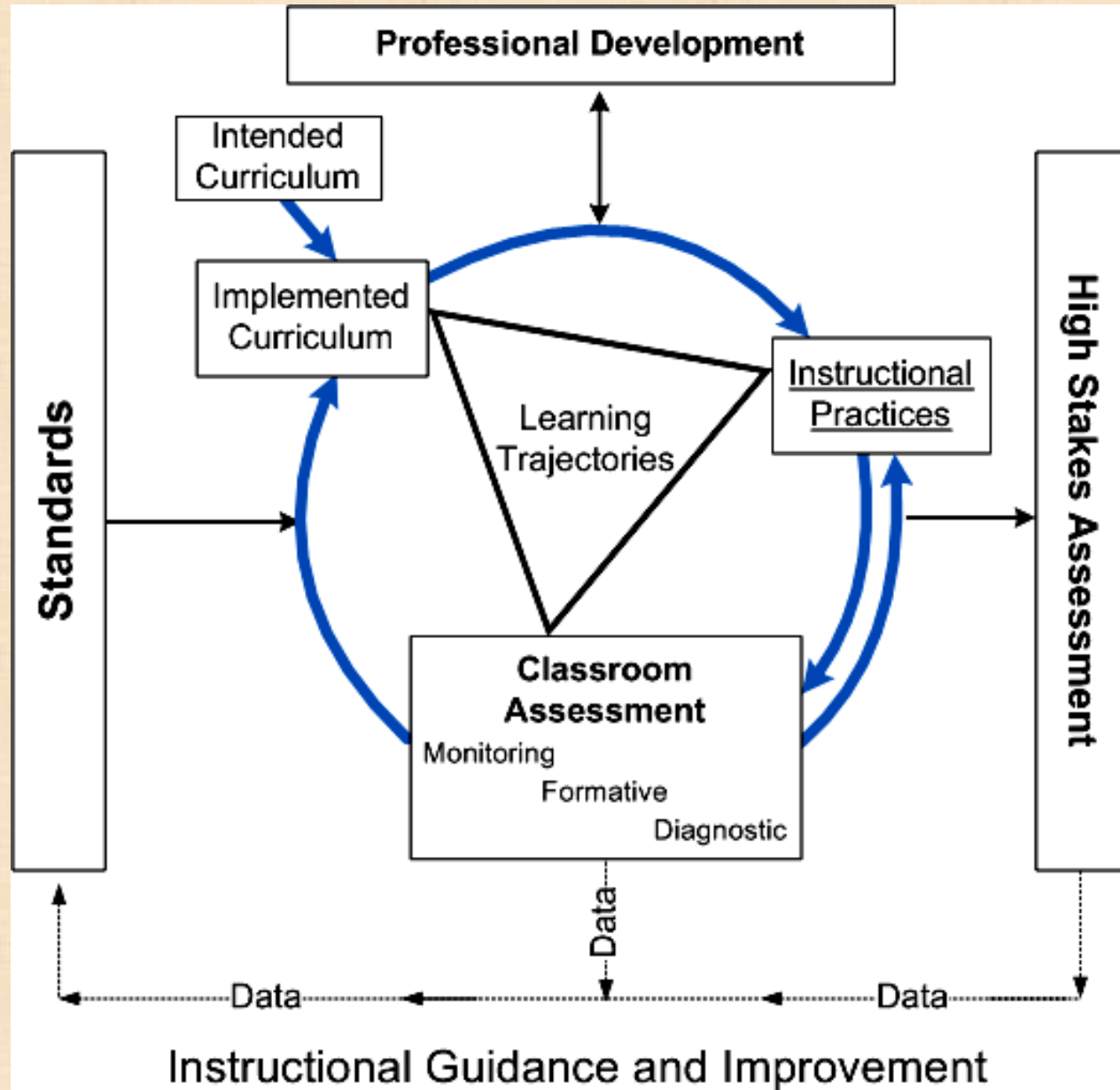
Even on sunny days, the house seemed to sag like a sad, lonely man with drooped shoulders. Just a few flecks of yellow paint were left on it—reminders of a happier time, when children used to play in its yard.

## *Item Prompt:*

These sentences begin the description of a setting. Write a paragraph that develops this description and fits the mood and situation. Use vivid details about sights, sounds, smells, tastes, and/or feelings in your paragraph.



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# Changing Instructional Practice

*To succeed in the 21<sup>st</sup> century, all students will need to perform to high standards and acquire mastery of rigorous core subject material. All students also will need to gain the cognitive and social skills that enable them to deal with the complex challenges of our age. (P21 Common Core Toolkit)*

How do we focus our teaching and learning systems around the right college and career ready outcomes for all students?





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# CDE CCSS Web page

<http://www.cde.ca.gov/re/cc>

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